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An Approach on Improving Learners' Reading Comprehension Skills Trough Call in Teaching-Learning Process of EFL Classes

Soataliyev Alisher Adhamjonovich

Teacher of Namangan State University

ABSTRACT

in this article, it is stated that the importance of utilizing computer technologies in the teaching-learning process of English, especially reading skill.

KEYWORDS: *reading comprehension, technology, acquisition, mastering, teaching-learning process, authentic material, computerized*

According to many sources, comprehension or undersatnding usually refers to the ability to understand written words. Recognizing that words that written on the page, however, not knowing what they mean exactly doesn't fulfill the aim or goal of reading that really clarifies reading comprehension. Comprehension adds meaning to what is read.

It occurs when words on a page aren't just mere words but actually thoughts, meaning and ideas. Nowadays, it is heard about the hardship that occurs in reading skill by foreign language learners in different parts of eduactional fields. Let us first clarify the termin "reading" relying on an authentic material. According to Merriam Webster, reading is a way of understanding what a particular statement, situation, event that written on a particular paper, (Webster, 2014).

It is usually said by the language experts, reading comprehension is the most important of any other language skills cause for that it includes everything which is necessary for any kind of learner of the target language, obviously english. Aebersold and Field stated that the acquisition of reading skills is a very important aspect of first language literacy because of the interaction between the reader and the text, (Aebersold and Field, 1997).

Seeing that, when reading skill is developed, other productive skills namely: speaking, writing, thinking skills are improved simultaneously. Moreover, boosting worldview is the upmost important one for a learner and mostly it is up to reading comprehension. For another point of the issuse, Neil Anderson pointed out that many words in the english language have more than one definition and in that cases, these kinds of apps can help a reader to find as well as understand the different meaning of the same word, (Anderson, 2013).

As mentioned earlier above, today's progressed world, new modern technologies as well as gadgets have already developed and still in progress. In turn, the main players are utilizing computerized technologies in teaching-learning process to teach their students reading comprehension skill. Adequately, it is easy to fing alternative programs or apps that dedicated to developing reading skill. In terms of application we mentioned was created by the natives and well-constructed with all the necessary options that any student at any level can easily cope with that. Amir Marzban stated in his article: "In CALL, reading is read by a native speaker at a special speed which is appropriate for different levels of students and it contains authentic real life purposes", (Marzban, 2010).

Keep reflecting about the mentioned, these kinds of applications on a computer has modern design, adequate structure which has a various of authentic materials that appropriate for different levels. This remained the case that, a learner may be advanced or another one may be beginner so these apps supply vital reading materials up to their level.

In this case, this process goes on automatically without a teacher and his help. Another main point of that is frustration. Students usually get bored or frustrated when they face to face with more difficult reading passages than their level. That's why, this factor must exactly be an avoidable reason for that problem.

Today's young generation are really addicted to new technologies and it will be handy for language teachers to deliver the content of the topic to the learners. To mention on methodology and research, we tried to do an adequate experiment based on teaching and mastering reading comprehension on the second year students of a target university including 45 (15 females and 30 males) at all. The group no: 1 (experimental) includes 15 students (m:11 & f: 4) respectively. The second one is the group no: 2 (traditional) that includes 15 (m: 9 & f: 6) separately. And the remaining 15 learners (m: 10 & f: 5) is the group no: 3 which is optional. The same text passage at the same time was given to each group equally.

To clarify, the text passage was presentation (describing) the life on Mars. Firsr group (experimental) had a chance of reading the text passage via computer as well as listening its audio version that recited by a native speaker, remained the case that both audio and its transcript on a computer. The other group (no: 2) was given only the text passage on a sheet of paper and the task was to read and comprehend themselves. And the last one (group no: 3) was made to do the task equally, precisely the transcript (paper version of a task) on a sheet and the audio version together at a time.

These remained the case that we struggled to determine the consequences of three ways of mastering the exact meaning of the text. The results were reflected in the table below:

Graph 1

Target groups	No:	Overall	Reading:	Option:	Time:	Mastered meaning:	Proportion:
No: 1	15	45	Once	Computer (audio) & paper	15 min	9/10 paragraphs	**90 %**
No: 2	15	45	Once	Paper	15 min	6/10 paragraphs	**60 %**

As we can see from the table that mentioned above, group no: 1 students read and managed to remember the meaning of 9 paragraphs from 10 that equal to 90 percent at the end of the experimental lesson.

And in the other part of the experiment (group no: 2), students were able to catch up and clearly retold the main plot of 6 paragraph of 10 separately which was almost thice lower proportion compared to the first (experimental) group. This accurately remained the case that the mastering index through computer was more effective than learning in a traditional way in order to comparison.

With the reduction in the cost of technologies, such as computers, most of the educational fields today are able to have computer systems. A computer lab is nowadays seen as an essential reqirement in anywhere because of the increased awareness among the students and teachers. On the other hand, the result of this study provides insight into the effect of interactive computer software on students' reading comprehension and supports the conclusion that computer-assisted language learning can enhance the reading comprehension of EFL learners.

In the place of conclusion, it is beleived that the CALL is much more acceptable method for improving learners' speaking skill. We hope and highly recommend that through this way both players (teachers and students) will get tremendous results in teaching-learning process in the future.

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